

Teacher's Guide for LADYBUG

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Teacher's Guide prepared by **Gail Terp**
Common Core State Standards are based on ELA CCSS for Grade 1
(unless marked [K])

Gail Terp is a retired elementary school teacher and freelance writer who loves connecting kids and books. Her blog, *Best Blog for Kids Who Hate to Read* (<http://gailterp.com>), is a family blog for reluctant readers, their parents, and their teachers.

I Spy

Using Illustrations (RL7) Conventions of Standard English (L1, L2)

- Carefully look at the illustration. Can you find all the hares?
- Prediction: Write or tell sentences about what the fox and hares will do next.

Max and Kate

Key Ideas and Details (RL1, RL3)

This story gives readers a chance to think about why characters do and say what they do. Think about:

- How does Max feel about seeing a bear?
- Why does Kate say "Rarggghhhh!" to Max?
- Why does Max's dad wink at the ranger when he asks her a question?
- Why does Max ask about what bears eat?
- Why does everyone giggle?

The Silver Bears

Rhyming (RF2 [K]) Phonics and Word Recognition (RF3)

- Each section of the poem has three rhyming words. Find the sets of rhyming words. Do they have the same spelling pattern?

Key Ideas and Details (RL2, RL3) Craft and Structure (RL4) Using Illustrations (RL7)

- Bears are very big and can be dangerous. How does the author of this poem show that these silver bears are not at all dangerous? What words does he use?
- How does the illustrator show that these are friendly bears?

A Winter Sleigh Ride

Using Illustrations (RL7) Vocabulary Acquisition and Use (L4)

- Find these words in the story: *sleigh, hires, shuffling, hauling* (p. 10); *equipment, fastened, bridle, communicate, reins, signal* (p.11); *snuggle, trot, glide, coast* (p. 12); *cube, plumes* (p. 13).
- Using context clues (how the words are used in the story) and the illustrations, what do you think each word means? Use the dictionary if you need to.
- Try using the words in new sentences.
- Try acting some of the words out.

Key Ideas and Details (RL1, RL3) Craft and Structure (RL4, RL6)

- Who is telling the story (the narrator)?
- How does the narrator feel about her little brother? How does she show this?
- How does the little brother feel about his sister? How does he show this?

Big Brothers

Key Ideas and Details (RL1, RL2, RL3) Craft and Structure (RL4, RL6)

- Who is telling the story (the narrator)?
- List all the things the narrator does with his big brother.
- How does the narrator feel about his big brother? How does Orry feel about his little brother?
- How do the author and illustrator show how the brothers feel?

Vocabulary Acquisition and Use (L4) Comprehension and Collaboration (SL1)

- Find these action words (verbs) in the story: *slosh, shares, go, make, hunt, finds, helps* (p. 14); *rake, jump, wrestle, rake, lifts, brought, showed* (p.15).
- Work with a partner and act out some of the verbs for your classmates. Can they tell which verbs you are acting out?

Welcoming Song

Key Ideas and Details (RL1, RL3)

- The big sister in this poem seems very excited about her new sister. How does she show her excitement?
- How many details can you find about the baby sister?

Fluency (RF4)

- Practice reading the poem aloud. Read it to a classmate or the whole class.

Early Morning

Key Ideas and Details (RL1, RL3) Integration of Knowledge and Ideas (RL9)

- Who and what does this poem compare?
- Think about the brother and sister. In what ways do they seem to be different?

Hadley, the Helped-Along Walrus

Key Ideas and Details (RL1, RL2, RL3)

- List all the places Hadley finds himself in this story. What was wrong with each place?
- List all the people who helped Hadley. How did each person help him?
- Reread the last sentence. Why did Hadley feel like he was home?

Silly Suitcases

Key Ideas and Details (RL1, RL3) Using Illustrations (RL7) Conventions of Standard English (L1, L2)

- What are the things the Duffel family needs to pack?
- Tell or write sentences about what they might do with each of the things.

Little Bird

Comprehension and Collaboration (SL1) Fluency (RF4)

- Go to www.ladybugmagkids.com/sing. Listen to the song one or more times.
- In small groups, follow along on pages 22-23 until your group can sing the song on its own.
- Perform the song for the class.

Research to Build and Present Knowledge (W7)

- Do you know what molasses candy is? Look it up in a cookbook to find out.

The Song of the Stars

Using Illustrations (RL7) Comprehension and Collaboration (SL1)

- Listen to this poem two or more times, without looking at the illustration. What do you imagine?
- Draw your own illustration for the poem.
- Share your illustration with your class.

Ladybug, Muddle, Thud

Key Ideas and Details (RL1)

- Who wants to play football?
- Why is George not playing with them?
- What do you think the friends will do now?

Research to Build and Present Knowledge (W7)

- This story gives information about hibernating bears. What other animals hibernate?
- Find a book about hibernating animals and read how other animals go about hibernating.

Great Gliding Kate

Using Illustrations (RL7) Conventions of Standard English (L1, L2)

- Look carefully at the illustration. How did Kate get from the top of the slide to the bottom?
- Tell or write about the steps Kate had to take to complete her adventure on the slide. Use words like first, then, and last in your sentences.

Molly and Emmett

Key Ideas and Details (RL1, RL3)

- Why does Emmett think he should be getting ready to sleep all winter?
- How does Molly persuade him to leave the leaves outside?
- What does Emmett decide he isn't going to do? How do Emmett and Molly feel about this decision?